



# MRKT19036 *Marketing of Service Products*

## Term 2 - 2020

Profile information current as at 14/12/2025 12:40 pm

All details in this unit profile for MRKT19036 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

In the current service-driven economy, organisations are increasingly utilising market insights and intelligence to improve service quality. Innovative service strategies are also being developed to enhance customer acquisition and retention. This unit will enable you to examine service products, service consumption, and service positioning. In this unit you will analyse various theories based on the 7Ps of services marketing which provide foundation for practical applications in different service contexts. You will also examine the challenges and opportunities in services marketing, including managing customer relationships.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisites: MRKT 11029 or MRKT11028

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 2 - 2020

- Brisbane
- Melbourne
- Online
- Perth
- Rockhampton
- Sydney

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 20%

#### 2. **Portfolio**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Unit evaluation

##### Feedback

Some students were receptive to the provision of additional assessment guidance and support.

##### Recommendation

Continue providing students with assessment guideline documents for both the second and third assessments. Marking rubrics, mark sheets and exemplars to be made available through the unit Moodle site to assist further with marking feedback.

#### Feedback from Student feedback

##### Feedback

Some students would like to see additional case studies, YouTube videos and journal readings added to the Moodle site as these would be beneficial when attempting the weekly learning activities.

##### Recommendation

Various journal readings, case studies, and YouTube videos to be added to the relevant weekly module on the Moodle site to further enhance learning.

#### Feedback from Unit evaluation

##### Feedback

Some students found Assessment 1 (the online quiz) covered too many topics/chapters.

##### Recommendation

Offer multiple quizzes focusing only on specific weekly topics/chapters.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Examine the critical differences between goods and service products, as well as the nature of service consumption and service positioning
2. Analyse the marketing of service products using a range of tools and techniques including the 7Ps
3. Identify the major elements that improve the marketing of service products
4. Examine the roles of relationship marketing and customer service in adding perceived value to service products
5. Critically evaluate the roles of service quality and service recovery in gaining and retaining customers.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 20%	•	•	•		
2 - Portfolio - 30%	•	•	•		

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
3 - Written Assessment - 50%	•	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work					
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 20%	•	•	•			•				
2 - Portfolio - 30%	•	•	•	•		•				
3 - Written Assessment - 50%	•	•	•	•		•				

## Textbooks and Resources

### Textbooks

MRKT19036

#### Prescribed

##### **Services Marketing: An Asia-Pacific and Australian Perspective**

Edition: 6th (2015)

Authors: Lovelock, C. H., Patterson, P., & Wirtz, J.

Pearson Australia

Melbourne , Victoria , Australia

ISBN: 9781486002702

Binding: Paperback

#### **Additional Textbook Information**

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft PowerPoint
- Microsoft Word

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

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## Schedule

### **Week 1 - 13 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
The nature of services	Chapter 1	

### **Week 2 - 20 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Customer behaviour, culture & services - Positioning services in competitive markets

Chapters 2 & 3

**FRIDAY WEEK 2 - Last day to add units!**

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Developing service products: Core & supplementary service elements	Chapter 4	

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Distributing services through physical and electronic channels	Chapter 5	<b>TUESDAY WEEK 4 - Last day to withdraw from units without financial liability and academic penalty!</b>  <b>ONLINE QUIZ 1 OPENS:</b> Week 4 Monday 3 August, 2020, 09:00am AEST <b>Learning content covered:</b> Chapters 1, 2, 3, & 4.

### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Understanding costs and developing pricing strategy	Chapter 6	<b>ONLINE QUIZ 1 CLOSSES:</b> Week 5 Friday 14 August, 2020, 5:00pm AEST

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<b>A great time to catch up!! :-)</b>

### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Balancing productive capacity & demand	Chapter 7	

### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Integrated services marketing communications	Chapter 8	<b>ONLINE QUIZ 2 OPENS:</b> Week 7 Monday 31 August, 2020 at 09:00am AEST. <b>Learning content covered:</b> Chapters 5, 6, 7, & 8.

### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Managing people for service advantage	Chapter 9	<b>ONLINE QUIZ 2 CLOSSES:</b> Week 8 Friday 11 September, 2020 at 5:00pm AEST.  <b>Tourism marketing portfolio Due:</b> Week 8 Friday (11 Sept 2020) 11:55 pm AEST

### Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Crafting the service environment	Chapter 10	

### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Managing the customer service function & Customer satisfaction and service quality      Chapters 11 & 12

### Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Managing relationships and building loyalty	Chapter 13	

### Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Handling customer complaints and managing service recovery	Chapter 14	<b>Relationship marketing report</b> Due: Week 12 Friday (9 Oct 2020) 11:55 pm AEST

## Assessment Tasks

### 1 Online Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

Assessment 1 is comprised of 2 online quizzes. The quizzes are open book assessments aimed at establishing your familiarity with Services Marketing, the services marketing process, the service model, customer value and a range of other challenges and issues in the marketing of services. You will demonstrate your understanding of the critical differences between goods and service products, the nature of service consumption and service positioning, tools and techniques for service marketing including the 7Ps, and the major elements that improve the marketing of service products.

The learning content for these 2 quizzes will be covered during the first 7 weeks of the term (i.e., Chapters 1, 2, 3, 4, 5, 6, 7 and 8 inclusive).

There are 20 multiple choice, true/false or other questions provided for each of the two quizzes, for which the correct answers score 0.5 marks (20 x 0.5 = 10 marks for each quiz). The time allocated for completion of each quiz is 25 minutes.

#### Online Quiz 1

- The learning content covered within Quiz 1 constitutes Chapters 1, 2, 3 and 4 inclusive.
- **Open:** Monday, Week 4, at 9.00 am (AEST)
- **Close:** Friday, Week 5, at 5.00 pm (AEST)

#### Online Quiz 2

- The learning content covered within Quiz 2 constitutes Chapters 5, 6, 7, and 8 inclusive.
- **Open:** Monday, Week 7, at 9.00 am (AEST)
- **Close:** Friday, Week 8, at 5.00 pm (AEST)

#### IMPORTANT INFORMATION:

- Each quiz must be completed in one sitting - ie. you can only open each assessable quiz once.
- Each quiz can only be completed online in Moodle at a time suited to you between the given dates.
- Candidates are responsible for secure, reliable internet access, ISP, browsers, connection and computer use (irrespective of ownership).
- Equipment failure is not usually grounds for special consideration or extension. Use of computers/computer labs on university campuses does not absolve students of their responsibility for having reliable and continued access to the internet.
- Do not attempt the quiz from 4:30 pm of the due date. Once each quiz closes, no further attempts are permissible.

#### Number of Quizzes

2

### Frequency of Quizzes

Other

### Assessment Due Date

BE SURE TO CHECK CAREFULLY WHEN EACH OF THE 2 QUIZZES WILL BE AVAILABLE.

### Return Date to Students

Results will be available when each quiz closes. Results of quiz released upon completion in the grade book.

### Weighting

20%

### Assessment Criteria

- Candidates are responsible for secure, reliable internet access, ISP, browsers, connection and computer use (irrespective of ownership).
- Equipment failure is not grounds for special consideration or extension. Use of computers/computer labs on university campuses does not absolve students of their responsibility for having reliable and continued access to the internet. Do not attempt the quiz from 4:30 pm of the due date. Once each the quiz closes, no further attempts are permissible.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Online (through Moodle)

### Learning Outcomes Assessed

- Examine the critical differences between goods and service products, as well as the nature of service consumption and service positioning
- Analyse the marketing of service products using a range of tools and techniques including the 7Ps
- Identify the major elements that improve the marketing of service products

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

## 2 Tourism marketing portfolio

### Assessment Type

Portfolio

### Task Description

The second assessment consists of a portfolio. A portfolio is a collection of works and evidence that shows (1) learning progress and academic achievement in the unit; (2) your understanding of the learning outcome requirements; and (3) critical reflective thinking on your academic progress.

**There are 2 tasks that need to be completed for your portfolio submission based on the following scenario:**

You work with the marketing manager for Tourism and Events Queensland (TEQ), which is a government agency responsible for promoting holiday travel in the state (see their website at: <https://teq.queensland.com/>). As a result of COVID-19, the tourism industry throughout Australia has been very hard-hit. State governments are now working hard to re-establish domestic market share and grow their domestic tourism visitation numbers to begin to rebuild the tourism industry and state economies.

**Task 1:** Write a short report (700 words) on the following:

1. Identify and define the differences between a good (any 'good') and the service product(s) delivered by TEQ.
2. How are the 7P's represented by the TEQ website (if at all)?

Include at least **5 references** in your short report to support your discussion.



**Task 2:** Develop a creative 2-3 page brief targeting Queensland's tourism industry providers (for more information on your creative brief, please see in moodle):

TEQ has identified there are 3 main High Value Traveller (HVT) market segments for domestic tourism (see the TEQ website and also the PDF document available in Moodle in the Assessment 2 topic, for further information on the HVT market segments). Your task is to choose one of the **Interstate** (ie domestic tourists from one of the other Australian states) visitor market segments and then one of the specifically identified HVT target markets for your marketing program. You will need to supplement this information in the TEQ brochure with other target market data that you can gather from other credible sources.

Then complete the following:

1. Introductory section/image that provides an overview of your chosen State market segment and HVT target market selection.
2. Consider Hofstede's four dimensions of cultural value (Table 2.1). How would this concept apply to your chosen target market? For example, if you chose New South Wales as your domestic market and chose to focus on the "Interstate HVT 50+ travelling without children" segment as your specific target market; how would each of the four cultural dimensions influence your development of a marketing campaign for that segment profile? You can reasonably assume that each of these core cultural values describe the ways in which tourism industry providers need to develop their service to be able to best deliver good relational exchanges. So, for providers who would be targeting your chosen market, what would be their key considerations based on this theory?
3. Discuss the "important versus determinant attributes" (see pages 76-78) that you believe would apply to consumers with a high or low level of each of the dimensions of cultural value for visitors in your selected HVT target market. Justify your responses with evidence.
4. Competitive positioning - how will you position QLD for your chosen interstate domestic target market? What are Tourism & Events Queensland's competitive "Points of Difference, Contention, and Parity" with marketing materials developed by the competing state's tourism organisation. So, for example, based on our previous target market segment, what is the competitive positioning strategy for TEQ in comparison with the competing organisation in NSW - "Destination New South Wales"?

For task 2 of your portfolio, there is no specific word limit but there is a **page limit** – no more than 3 pages should be delivered for this task! You must develop a creative brief that (much like the HVT document provided by TEQ) shows the key points of your discussion in diagrammatic, infographic and data imagery forms as much as possible. Consider very carefully how you can best display information so that your audience (tourism industry providers in Queensland) will be able to quickly and clearly understand your message. Include at least 5 references to support your task 2 discussion.

#### Further Instructions:

- Your completed portfolio should also include a cover page, table of contents and reference list and ensure that all images, data, photographs, corporate logos, etc are appropriately cited in the body of your work.
- This is an individual assessment (no groups).
- Include at least 10 quality references in your work in total.

#### Assessment Due Date

Week 8 Friday (11 Sept 2020) 11:55 pm AEST

#### Return Date to Students

Week 10 Friday (25 Sept 2020)

The return date will apply to submissions made before or on the due date and are subject to the usual moderation and review processes.

#### Weighting

30%

#### Assessment Criteria

Key criteria that will be graded are provided below. A more detailed marking guide is provided in Moodle within the Assessment 2 topic area.

#### Task 1

- Define and discuss service products versus 'goods' in relation to TEQ
- Define and discuss the 7P's of TEQ website
- Appropriate and relevant use of APA 7<sup>th</sup> referencing (including at least 5 references)

#### Task 2

- Target market selection and profile.
- Demonstrated understanding and application of Hofstede's four dimensions of cultural value to the chosen target market.
- Demonstrated understanding and application of the "important versus determinant attributes" to high and low cultural values.
- Competitive positioning that considers Points of Difference, Contention, and Parity between TEQ and your chosen competing State market.
- Appropriate and relevant use of APA 7<sup>th</sup> referencing (including at least 5 references).

Your work will also be assessed on the following professional criteria:

- The use of clear English expression and logical flow between the ideas
- Accurate referencing of sources and correct presentation of graphs, tables, diagrams and/or drawings, etc.
- Your use of visual aids as a core component of your creative presentation/brief
- Clarity and design
- Concise and well-structured
- Creativity and innovation

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Portfolio to be uploaded in a word document online through the A2 assessment task in Moodle.

### Learning Outcomes Assessed

- Examine the critical differences between goods and service products, as well as the nature of service consumption and service positioning
- Analyse the marketing of service products using a range of tools and techniques including the 7Ps
- Identify the major elements that improve the marketing of service products

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 3 Relationship marketing report

### Assessment Type

Written Assessment

### Task Description

It has been shown that high levels of customer satisfaction are linked to customer loyalty. Further that loyal customers are more frequently 'heavy users' of a service and therefore usually more profitable. The third piece of assessment that completes your body of work in this unit, consists of a business report that is 1500 to 2000 words in length. The focus of your report is to develop a customer retention plan and recovery strategy to support your service business post-COVID-19.

Choose one of the options below:

**Option 1:** A coffee shop or café in your local area that is not one of the major chains (ie **NOT** McDonalds, Gloria Jeans, Hungry Jacks, KFC, Boost Juice, etc.). Choose a small to medium sized, **local** enterprise to focus on.

**OR**

**Option 2:** A theatre in your town/city (can be an arts theatre such as the Brisbane Arts Theatre, the Malthouse Theatre of Princess Theatre in Melbourne, or Sydney Lyric Theatre, etc). Any cultural theatre but **not** movie cinemas/theatres.

**OR**

**Option 3:** Your Choice – provides the flexibility of developing a report for your current service-based employer or a service business you wish to start up (but not both). If you choose option 3 then you must gain approval from the unit coordinator for your proposed service business.

### Task:

Your task as the marketing manager for your business choice (option 1, 2 or 3 above) is to develop a report for the business on creating loyal customers and building relationship marketing strategies for the enterprise. Your aim is to develop a plan for the business to build a foundation for customer retention and satisfaction.

You will need to:

1. Develop a market segmentation profile of your current/future customers for the enterprise – based on its location (geographic) and suburb profile (demographic) and include key psychographic and behavioural characteristics.
2. Consider how you can effectively tier your services to deliver value and satisfaction to all customers.
3. Create a plan for customer retention for your business including:
  - a. Strategies to create loyalty bonds
  - b. Strategies to build in switching barriers, and
  - c. Strategies to reduce churn. (See chapter 13 of your textbook and in particular Figure 13.7 for further information.)
4. Provide any other recommendations that you feel would be appropriate for your business must consider delivering a comprehensive CRM strategy for their business. You can consider any of the 7Ps, and any of the common failures in CRM implementation, and/or other service recovery strategies address the post-COVID-19 challenges for retaining existing customers and potentially gaining new customers.

Your discussion and analysis in this written business report requires theoretical support from a minimum of **10 journal article** references.

### Further Instructions

- See assessment criteria below for further information on layout, style factors and inclusions.
- This is an individual assessment (no groups).
- A single Word document (no PDF) using at least size 11 font with **1.5 line-spacing**.
- Should be 1500 to 2000 words in length.
- To be uploaded through the Unit Moodle site.

### Assessment Due Date

Week 12 Friday (9 Oct 2020) 11:55 pm AEST

To be submitted online through the moodle portal for A3.

### Return Date to Students

Exam Week Friday (23 Oct 2020)

The return date will apply to submissions made before or on the due date and are subject to the usual moderation and review processes.

### Weighting

50%

### Assessment Criteria

Key criteria that will be graded are provided below. A more detailed marking guide is provided in Moodle within the Assessment 3 topic area.

- Title page;
- Executive summary;
- Table of contents;
- Introduction;
- Service provider description and target market analysis;
- Tiering of the service provision;
- CRM Plan for customer retention including strategies to create loyalty, reduce switching and reduce churn;
- Recommendations;
- Conclusion;
- Reference list;
- Appendices if needed.

Your work will also be assessed on the following professional criteria:

- The use of clear English expression and logical flow between the ideas
- Accurate referencing of sources and correct presentation of graphs, tables, diagrams and/or drawings, etc.
- Your use of visual aids as a core component of your professional report delivery
- Clarity and design
- Concise and well-structured

- Creativity and innovation

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Online (through Moodle)

**Learning Outcomes Assessed**

- Examine the critical differences between goods and service products, as well as the nature of service consumption and service positioning
- Analyse the marketing of service products using a range of tools and techniques including the 7Ps
- Identify the major elements that improve the marketing of service products
- Examine the roles of relationship marketing and customer service in adding perceived value to service products
- Critically evaluate the roles of service quality and service recovery in gaining and retaining customers.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem